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ABSTRACT

This handbook addresses the entire process of foreign student education in agriculture, defines the various components of the process, and provides practical information for advisers. The guide is organized in sections that cover the following topics: (1) planning and selection of students; (2) communication with students prior to arrival; (3) initial campus contact with students; (4) term of study; (5) nuts and bolts of advising (cross-cultural considerations, sponsored student programs, practical training, and field research and thesis advising; (6) beyond nuts and bolts--toward enrichment (encouraging foreign student interaction in the community); and (7) preparing for return to the home country and following up. An appendix giving names and addresses of institutions of graduate education and training in agriculture grouped by world regions, and 21 references are also provided. (KC)

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ACADEMIC ADVISING IN AGRICULTURE

FOR GRADUATE STUDENTS FROM DEVELOPING COUNTRIES

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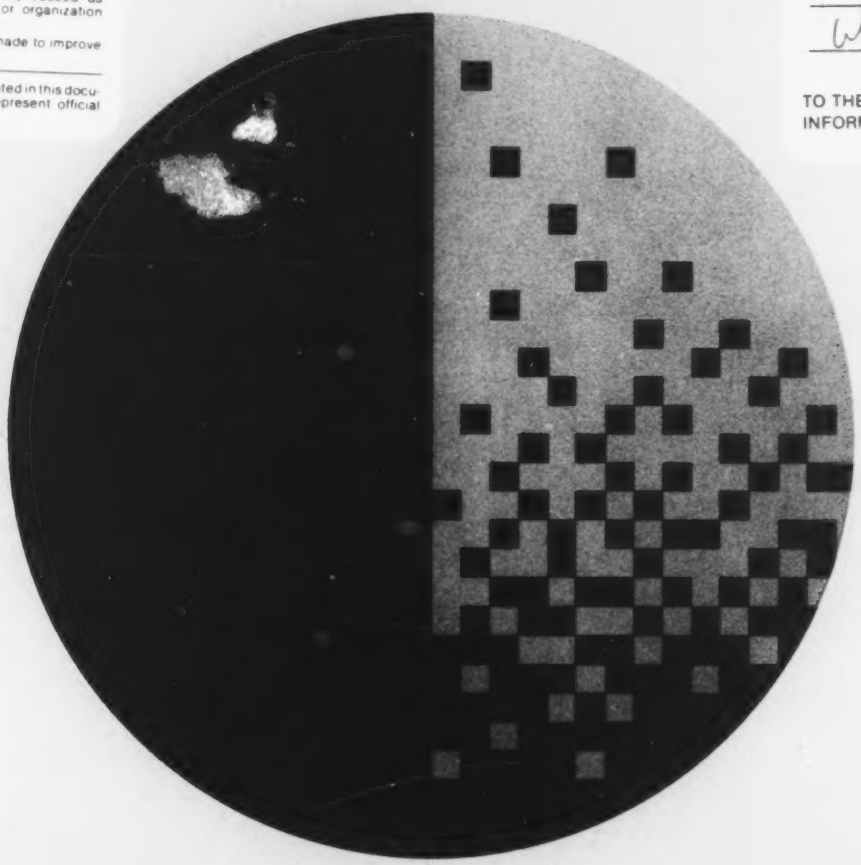

Edited by Robert J. Mashburn and Jack Van de Water

Education for International Development Program

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ACADEMIC ADVISING IN AGRICULTURE

FOR GRADUATE STUDENTS FROM DEVELOPING COUNTRIES

A Handbook for Faculty Advisers

and Department Chairs

Edited by Robert J. Mashburn and Jack Van de Water

Prepared by the National Association for Foreign Student Affairs
With Funding from the Office of International Training,
Bureau for Science and Technology
Agency for International Development

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The National Association for Foreign Student Affairs (NAFSA) is a nonprofit membership association that provides training, information and other educational services to professionals in the field of international educational exchange. Its 5000 members - from every state in the United States and more than fifty other countries - make it the largest professional membership association concerned with the advancement of effective international educational exchange in the world.

Since NAFSA's founding in 1948, its members have become increasingly influential in communicating the important emphases and objectives related to the education of foreign students in the United States. The transfer of skills and knowledge, the implications of economic interdependence, and the long-term political and economic ties with developing countries are critical to NAFSAns and others in the field of international education. Over the years NAFSA has been especially successful in keeping these ideas in the forefront of its programming at the regional and national levels, and in involving a diverse constituency of individuals in educational interchange. In pursuit of these goals, NAFSA has developed effective communication among governmental agencies, educational institutions, and public and private organizations.

The NAFSA Education for International Development program seeks to expand the awareness of campus-based administrators and faculty of the need for relevant academic programs and support services for students from developing countries studying in the United States. It also aims to provide increased access for these students to professional, extracurricular and community programs that will assist in preparing them for their role in their home countries' development. The Education for International Development program is funded chiefly through a grant from the Agency for International Development.

Academic Advising in Agriculture for Graduate Students from Developing Countries was developed by the NAFSA Education for International Development Committee. Its publication was made possible under the terms of a grant to NAFSA from the U.S. Agency for International Development. The handbook has adapted material from two earlier publications: A Guide for the Education of Foreign Students, NAFSA 1975, and Graduate Students from Developing Countries in U.S. Science Departments, AAAS and NAFSA 1983. It also reflects the opinions of the participants in a seminar entitled

"Agricultural Education and Students from the Developing World," sponsored by NAFSA in 1983 at the Winrock International Agricultural Institute.

Preparation and editing of the text was done by Robert Mashburn, Director, NAFSA Education for International Development Program, and Jack Van de Water, Director, Office of International Education, Oregon State University. Review of the document was carried out with the assistance of the Agricultural Seminar participants and the following individuals in particular: William S. Abbott, Director, International Programs, Oklahoma State University; Archer Brown, Administrative Director, NAFSA; Elaine Burgess, International Student Adviser, Oklahoma State University; Donald A. Hegwood, Dean, College of Agriculture, University of Maryland; Paul E. Huntsberger, Coordinator, International Educational Programs, New Mexico State University; Joan H. Joshi, Consultant, Washington, D.C.; Martin Limbird, Director, Office of International Educational Services, Iowa State University; John H. Muthersbough, International Student Adviser, West Texas State University; B. Onuma Okezie, Director, International Programs, Alabama A & M University; David J. Sammons, Associate Professor of Agronomy, University of Maryland; Otto Schaler, Office of International Training, Agency for International Development; Kevin J. Schieffer, Manager, Pakistan Participant Training Program; Harry J. Swartz, Associate Professor of Agriculture, University of Maryland; Earl Terwilliger, Assistai : Deputy Administrator, International Training Office, USDA; James Thompson, Dean of Agriculture, West Texas State University; Ray R. Weil, Professor of Agronomy, University of Maryland; Denise Weiner, Senior Program Officer, American Association for the Advancement of Science; Margaret A. Willens, Program Assistant, NAFSA; and Valerie Woolston, Director, International Educational Services, University of Maryland.

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* 1975 Institutional Connections

Contents

Foreword - Donald A. Hegwood 2

Introduction - August G. Benson 4

I. **Planning and Selection** 9

Pre-Admission

Admission

English Language

Finances

II. **Communication with Student Prior to Arrival** 13

Notification

Orientation To U. S. Education System

Selection of Advisers

Orientation to Campus and Community

III. **Initial Campus Contact with Student** 17

IV. **Term of Study** 18

V. **Nuts and Bolts of Advising** 19

Cross-Cultural Considerations

Sponsored Student Programs

Practical Training

Field Research and Thesis Advising

VI. **Beyond Nuts and Bolts — Towards Enrichment** 22

VII. **Preparing for Return** 22

Professional Networks

Job Search

Cultural Problems of Re-Entry

Post-Educational Contact

Follow-up, Evaluation and Continuing Education

VIII. **Appendix** 27

IX. **Bibliography** 58

Foreword

by Donald A. Hegwood, Dean
College of Agriculture, University of Maryland

Mankind's first concern is and always has been food, which we have learned to obtain by developing the practice of agriculture. Our earnest attempts to produce and supply food for the hungry have raised the technology and science of agriculture to levels of great proficiency. These advancements in agricultural science have no doubt prevented world-wide catastrophe, and yet hunger persists in ever-widening proportions among the nations of the earth. The challenge remains.

The importance of food as the first concern of any nation is illustrated by Abraham Maslow in his theoretical need hierarchy, which places food among the first level of needs on a progressive scale that constitutes the primary concerns of mankind. Each of these needs must be satisfied before we can advance to the next level on the scale. Clearly the practice of agriculture is fundamental to satisfying our most basic needs and thus to the later stages of economic development as well.

The practice of agriculture is a common thread that binds all nations together in the processes of survival and growth. The following four facts illustrate this linkage:

1. Agriculture is practiced in all nations of the world;
2. It cuts across political conflicts and cultural differences;
3. Its products are distributed world-wide; and
4. Its primary product, food, is the topic of first and last concern to all nations and governments.

Thus, agriculture has the potential to join nations in common causes related to food production and distribution and to advance mutual understanding and respect.

Technological and scientific breakthroughs and the resulting advancements in agriculture are accompanied by similar advances in transportation, communication, and other allied fields, simplifying international travel and the rapid exchange of information. Further, the more advanced nations now find themselves in a delicate, highly visible position of assisting the agricultural programs of developing nations. The basic objective of many developing countries is the attainment of an appropriate level of agricultural sufficiency. Thus, a challenge is issued to the advanced nations.

The key to advancement toward agricultural self-sufficiency in any nation is the education and training of its leaders at all levels of government and education. Four general approaches have proven most successful for the United States in helping developing nations meet this objective: (1) the education of foreign students in U.S. colleges of agriculture at the graduate and undergraduate levels (40% of the U.S. Ph.D.'s in agriculture in 1982 were awarded to international students); (2) the exchange of faculty between the U.S. and cooperating nations, often followed by (3) cooperative research and (4) institutional linkage and development. The formulation of curricula patterned after the U.S. system to strengthen agricultural teaching and degree programs in colleges and universities of developing nations is rapidly becoming an area of major interest.

Clearly the vast, disparate educational needs of developing nations cannot be met effectively by independent, uncoordinated initiatives of U.S. universities, but rather must be guided by a central agency with a collaborative approach. The U.S Agency for International Development (AID) has borne the primary responsibility at the federal level. Augmenting the student development aspects of international development in agriculture is the National Association for Foreign Student Affairs (NAFSA). Having successfully completed previous projects concerned with the education of foreign students and with related activities in fields such as science and engineering, it has turned its attention to agriculture.

This handbook addresses the entire process of foreign student education in agriculture. It also defines the various components of the process and provides practical, useful information for the adviser. Not surprisingly, the principles involved in advising foreign students of agriculture also apply to the advising of U.S. students.

The development of a handbook for advisers of foreign students of agriculture in U.S. colleges and universities provides a widely needed educational tool that will significantly enhance the effectiveness of the advising process. Further, it will lead to greater uniformity of advising within and among the many participating U.S. universities.

Introduction

by August G. Benson, Director Emeritus
Office for International Students and Scholars, Michigan State University
from A Guide for the Education of Foreign Students

International education is undergoing significant change, both from the perspective of the United States and from that of the developing countries. On the one hand, U.S. institutions of higher education are questioning their role in educating students from other countries, primarily because of increasing financial pressures. Public institutions find it more and more difficult to convince state legislatures of the need to increase allocations, and private institutions find it ever more difficult to sustain endowments and to offset rising costs with income. Both experience the effects of contemporary social and economic changes taking place in the United States which are expressed, in part, by the struggle of minorities for greater participation in U.S. higher education. Furthermore, many U.S. citizens are questioning their government's foreign policy, particularly in regard to the kinds of assistance given to developing countries.

On the other hand, changes occurring elsewhere in the world call various aspects of international education into question. The needs of developing countries for education and training of their citizens overseas are changing, as it becomes apparent in many of these countries that there is an over-supply of degree-holders and an under-utilization of highly trained manpower, and that human resources tend to be concentrated in urban centers to the detriment of rural areas. Also, developing countries are increasingly seeking to be cooperative partners with the United States, rather than mere recipients of our beneficence. As a combined result of these changes, both this country and others must re-evaluate the means of developing human resources.

Given these changes and the concomitant need for re-evaluation, U.S. higher education must undergo a profound readjustment if it is to continue to play a vital part in fostering international understanding and goodwill, in contributing to the advancement of knowledge, and in encouraging cooperation within the international community of scholars. This will require an explicit formulation of policy on both the national and institutional levels.

At this time, I will not attempt to speak about the requirements for policy formulation at

the national level. On the institutional level, policy for admitting foreign students cannot be uniform for all institutions of higher education. Rather, each institution must consider the various rationales for admitting foreign students in relationship to the various kinds of sponsorship arrangements under which foreign students come to the United States, and then decide what combination makes the most sense in terms of its own resources and capabilities.

The most common rationales for admitting foreign students are the following:

1. Admit best qualified students regardless of country or rights.
2. Admit students whose proposed programs relate to manpower needs in home countries.
3. Admit students who can make a special academic or cultural contribution to the university and its community.
4. Admit students so as to achieve a balanced enrollment in terms of level of study, country of origin, and numbers or percentage.

The final step before the formulation of policy will be to consider which rationale or rationales are most defensible. Before that, however, it is essential for the institution to be satisfied on four crucial points: first, that it can offer the student the program he or she wants; second, that the student is adequately prepared, in every respect, for that program; third, that the institution can provide the personal as well as the educational services needed; and fourth, that it can maximize the benefits, both academic and non-academic, the student will receive from his or her experience in the United States. These must be viewed as vital prerequisites for the admission of any student.

Why was this handbook written to assist faculty advisers of foreign students in agriculture?

-- In the United States, the adviser is the single most important person to assist foreign students toward their academic goals and objectives.

-- The adviser's recommendations often determine the success or failure of the foreign student's educational program.

-- There are 334,000 foreign students enrolled in U.S. colleges and universities.

-- U.S. institutions will have more foreign students in the future due to the decline of U.S. student enrollment and new initiatives to encourage foreign student enrollments.

-- 40% of all graduate degrees in agriculture are awarded to foreign students.

-- A recent study concluded that foreign students considered their academic advisers to be the key person in their educational programs in the U.S. (Motoko Lee, NAFSA 1981). In addition, all others involved in support activities perceive the academic adviser's role as the most critical in the foreign student's stay at the institution.

-- A recent survey showed that foreign students majoring in agriculture placed a higher importance on the content and the relevance of the academic program than did students in other disciplines, and it also reported that they often have the opportunity to gain hands-on experience not so readily available to students in other disciplines. This may result in a different type of adviser/student relationship.

-- Improved knowledge and understanding of the various aspects of the foreign student's role on the campus and in the community may facilitate a better working relationship with the student.

How can you benefit from using the handbook?

-- You will be able to take advantage of the accumulated advising experiences of agricultural colleagues and international education professionals across the country

with regard to advising.

-- You will be able to examine the major issues involved in advising foreign students.

-- You will better understand the process involved in educating foreign students for development.

Figure 1

Foreign Students Reported and Institutions Reporting Foreign Students, 1954/55–1982/83

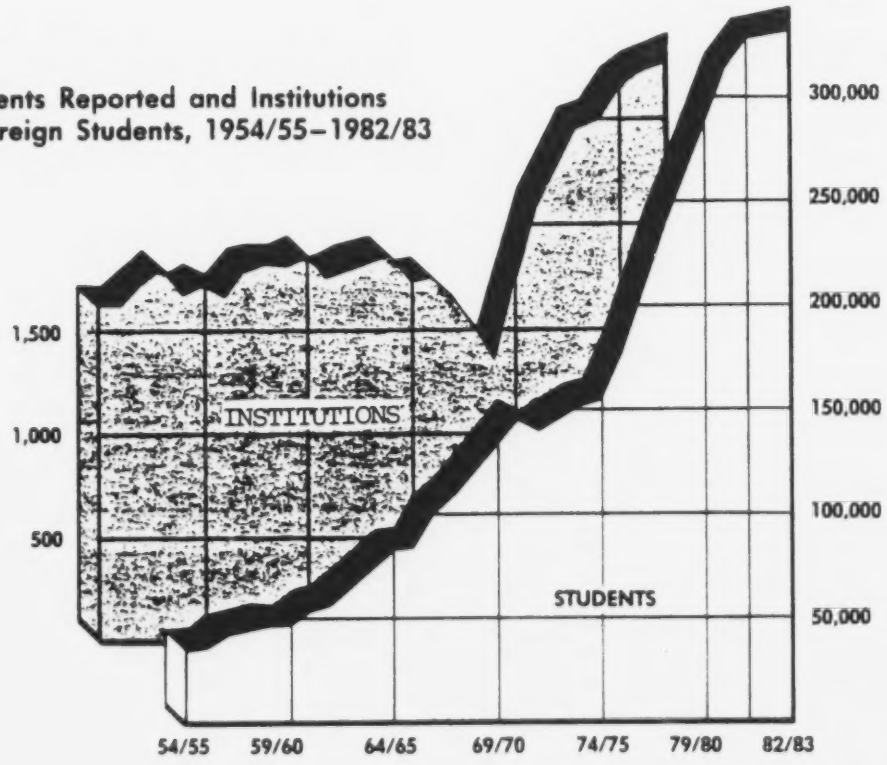
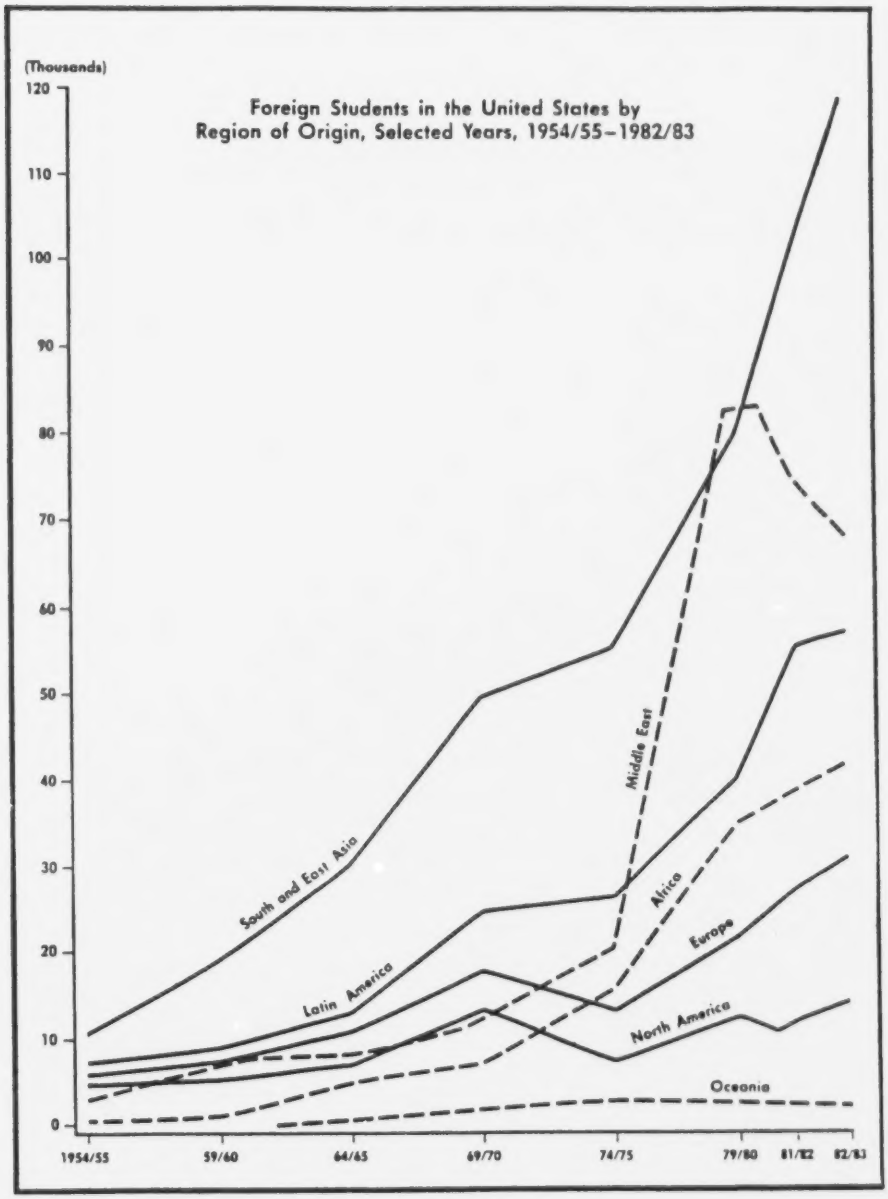


Figure 2



Both figures from Open Doors 1982/83; Report on International Educational Exchange, Institute of International Education. (New York: IIE, 1984.)

Planning and Selection

Before the admissions process begins, the following points should be considered:

- DOES YOUR ACADEMIC PROGRAM PERMIT THE STUDENT TO LEARN ABOUT CROPS, ANIMALS AND SOILS, ETC., THAT ARE RELEVANT TO THE NEEDS OF DEVELOPING NATIONS?
- WHY DOES YOUR DEPARTMENT WANT STUDENTS FROM OTHER COUNTRIES?
- WHAT ARE THE STRENGTHS AND WEAKNESSES OF YOUR DEPARTMENT?
- DO THE STRENGTHS MEET THE SPONSOR'S/APPLICANT'S EDUCATIONAL AND CAREER GOALS?
- DOES YOUR DEPARTMENT HAVE A QUOTA (REQUIRED PERCENTAGE?) FOR FOREIGN STUDENTS? IS IT OPEN OR CLOSED?

Planning and selection are critical to the development of a comprehensive, inclusive model for the ideal experience for the foreign student committed to participation in the development of his society or country. It is a time when the sponsor* prepares carefully and thoroughly for the support of a scholarship program and for meeting the responsibilities of students selected for the program. In addition, this is the time to ensure that the university and its representatives are aware of and committed to their responsibilities in accepting and enrolling students from abroad.

In the planning stage, the department should: (1) advise sponsors of the department's ability and willingness to work with the special needs or programs of sponsors; (2) advise sponsors of institutional policies and procedures; (3) explore the feasibility of giving special consideration to certain sponsoring agencies because of their development objectives in order to increase the institution's contribution to development of other countries; and (4) encourage individual faculty members travelling abroad to meet

* In the context of this handbook, the sponsor is seen as the agency or individual (private, institutional or governmental) responsible for all or part of the student's expenses, including travel, tuition, fees, and room and board. In some instances the sponsor may be only a source of funds. Usually, however, the sponsor has a specific objective related to the development of the individual student and his country.

former students, improve communication, and possibly encourage further exchanges.

The sponsor is generally involved in the selection process and may assume some responsibility for job placement when the student returns home. Sponsorship may involve the combined efforts of an agency, institution, government, and individual who share costs and responsibilities. Although the description of functions at this stage appears to place the burden on the student for seeking sponsorship opportunities, it is frequently the sponsor who seeks out and identifies students according to established criteria or program objectives.

Selection is the process by which sponsors identify qualified candidates. This process takes place before and is distinctly separate from the admissions process, through which colleges and universities choose their students. Careful planning and selection are essential to the success of the mutual efforts of the sponsor and institution and the effective use of funds and resources.

Pre-Admission

This is the stage at which the foreign student and the sponsor examine specific program requirements and their implementation. In the case of the sponsored student, the groundwork is established for the working relationship that will exist between the sponsor(s) and the student during the period of sponsorship and beyond, if some further commitment is a part of the sponsorship contract or agreement.

At this stage, the educational institution should identify or develop the specific resources or services that will be provided by each representative of the institution, while also making decisions on how a variety of efforts are to be coordinated for the maximum benefit of the student, the institution, and the home country.

The agricultural department at this stage:

1. May respond to preliminary inquiries from prospective students with copies to the Admissions Office and the Foreign Student Office or may refer students to those offices for reply.
2. May advise students to take achievement and aptitude tests required in the admissions process.

3. Advises on availability of departmental assistantships or fellowships.
4. May work with Foreign Student Office and sponsors to design and publicize special programs.
5. May respond to queries from students referred from the Admissions Office or Foreign Student Office.

Admission

"Admission" refers to the procedure whereby colleges and universities choose their students. It is also a term sanctioned by usage in higher education and should not be confused with "selection", a distinct pre-admission phase.

In preparation for this stage and their roles therein, the institution and department must be certain of the rationale for the admission of foreign students, their relationship to students, spouses, and home and U.S. governments, and their own capacity to follow through on commitments.

The following procedures are important for the department to follow in this stage of the educational process. The department should consult with the Admissions Office, Foreign Student Office and/or English as a Second Language Office, as appropriate, in evaluating the application and in reaching a decision. Academic qualifications of the student should be based on the following:

1. An awareness that the program the student wants is offered or, if not offered, can be arranged.
2. An assessment of the level and quality of the student's preparation:
   a. Through interpretation of the academic record;
   b. Through interpretation of achievement and aptitude test scores; and
   c. Through interpretation of interview report, if available, and letters of recommendation.
3. An assessment of the student's maturity and motivation.

Many foreign applicants have highly specific academic and training goals that relate to the special skills that they are being sponsored to acquire. These specific goals need to be understood from the beginning of the admissions process. Careful examination of the applicant's degree and work objective can help ensure the appropriate training.

The evaluation of foreign academic credentials requires special expertise. Experience is needed to develop consistent standards and to place students at the appropriate levels. Foreign credentials evaluations should be conducted by a trained admissions professional. Organizations such as NAFSA and the American Association of Collegiate Registrars and Admissions Officers also provide assistance.

Standardized exams, such as the Graduate Record Examination, are prepared with U.S. students in mind. Though the quantitative results may indicate much about the applicant's ability, the results of the qualitative sections are less dependable for applicants from other cultures. Standardized exams are not reliable as sole indicators of academic potential; results should be used with caution and in combination with all other available credentials. References from former students of the department and other professionals employed in the applicant's region should be requested if possible.

Flexibility should be encouraged with regard to the use of standardized examinations as they are expensive and difficult to schedule in certain developing countries.

English Language Proficiency

- HAS THE ACADEMIC DEPARTMENT FOUND DIFFICULTY IN DETERMINING THE LEVEL OF LANGUAGE PREPARATION OF INCOMING FOREIGN STUDENTS?
- HOW IS ENGLISH LANGUAGE PROFICIENCY DETERMINED?
- HAS THE DEPARTMENT CONSIDERED A QUALIFIED ADMISSION FOLLOWED BY LANGUAGE TESTING DURING ORIENTATION?

The Test of English as a Foreign Language (TOEFL) is often used to determine the level of English preparation. This test measures only reading and listening comprehension, not speaking or writing ability. A Test of Spoken English (TSE) can be requested through the Educational Testing Service; however, it is relatively expensive. If the applicant is applying for a teaching assistantship, special care should be taken. Personal interviews are often more reliable than standardized test results. Many colleges and universities use a qualified admission: Non-native speakers are tested after arriving on campus to determine if additional language work may be required. Foreign students may require several months to overcome initial language difficulties.

Finances

- HOW DO YOU DETERMINE THE APPLICANT'S FINANCIAL SUPPORT?
- IF APPLICABLE, DOES THE SPONSOR PROVIDE TIMELY AND SUFFICIENT SUPPORT?
- WHAT SPECIFIC ELEMENTS OF THE PROGRAM ARE COVERED BY THE SUPPORT? RESEARCH COSTS, FIELD TRIPS, SPECIAL EQUIPMENT? PROFESSIONAL MEETINGS?

By law, most colleges and universities must require the applicant to document financial support through bank statements and notarized affidavits for the first academic year. However, due to rapidly changing economic conditions, civil disorders and/or bureaucratic inefficiencies in some countries, some universities have required an advance payment of tuition before issuing visa documents. The foreign student adviser is able to assist the academic adviser with information on this type of problem and can generally be considered an important source of information on standards and guidelines for foreign student finances. Policy and Practice in the Administration of Foreign Student Finances: Guideline Series 7, available through NAFSA, is an excellent resource for both the department and the Admissions Office.

Communication with the Student Prior to Arrival

During this stage, from the time of the student's initial inquiry until his or her departure for the United States, there is important groundwork to be laid by the student, the sponsor, and supporting parties on the campus and in the community. This should take place prior to the student's arrival on campus. It is a time to make sure that the student knows what to expect, that he or she will receive a warm welcome upon arrival, and that there will be a sufficient introduction to academic and community life.

- DOES YOUR ADMISSION PROCESS ENCOURAGE A TIMELY NOTIFICATION OF THE ADMISSION DECISION?

Foreign applicants may require notification several months in advance of departure in order to acquire a visa, obtain currency exchange approval, make travel arrangements, and receive pre-departure orientation. The academic department should encourage early admissions decisions to avoid last-minute telegrams, late arrivals, and frustrating delays

in initiating programs.

- DOES THE DEPARTMENT COORDINATE WITH THE ADMISSIONS OFFICE, THE GRADUATE SCHOOL, AND THE FOREIGN STUDENT ADVISER'S OFFICE TO PROVIDE PRE-ARRIVAL INFORMATION TO THE STUDENT?

Coordination and communication are required to help provide appropriate and adequate information to the new foreign student. At this stage the anxiety level of the student may be very high. An information packet should include formal notification of admission, special advice on the timing of arrival (such as advice to arrive in time to take a special English or mathematics course if needed), housing information, notice of financial support of assistantship if such a decision has been made, the name, address and phone number of the student's academic adviser (if known) and the campus foreign student adviser, and any other information needed. In addition, before departing for the United States, foreign students should be advised to obtain information on employment opportunities for their eventual return to the home country.

Notification

Although notification of admission concludes the admissions process, it is very important to all of the educational stages that follow. It is at this stage that all offices or departments of the institution affected by the admission decision are advised of the final outcome. Notification signals preparation for the services that will be provided during the student's stay at the institution. In the notification stage, the student or sponsor is advised of the conditions of acceptance and informed of the specific steps that are to be taken to complete the process of admission.

The academic department:

1. Receives a copy of the final admission letter or notice and, if appropriate, a recommendation for placement level.
2. Establishes a file for the student.

The university Admissions Office:

1. Sends a letter of admission to the student or sponsor. It includes the following:
   a. Status of admission - Unconditional or Conditional, Provisional or Final. Conditional admission might involve such requirements as additional English

language training, tests upon arrival, or a reduced program. Provisional admission might require a student to submit evidence that he or she has successfully completed the previous phase of his education.

b. An arrival date on campus for the Foreign Student Orientation Program (may be sent by the Foreign Student Office).

c. Reference to further information coming from the Foreign Student Office and the appropriate university Housing Office.

2. Issues Certificate of Eligibility, Form I-20 or IAP-66 (may be issued by Foreign Student Office or the sponsor) to the students or to the sponsoring agency. In preparing this document, the institution certifies that the student is:
   a. Academically eligible.
   b. Proficient in English or has the opportunity to gain proficiency.
   c. Adequately funded.
3. Notifies all appropriate offices or sponsors of student's admission. These include but are not limited to:
   a. Foreign Student Office;
   b. Housing Office (Undergraduate, graduate, family, as appropriate);
   c. Business Office. This includes a statement from the sponsor agreeing to accept billing for tuition, fees, etc.;
   d. Academic Department or Adviser;
   e. Sponsor, if appropriate; and
   f. English as a Second Language Office.

Orientation to U.S. Higher Education System

- DOES YOUR INSTITUTION HAVE AN ORIENTATION FOR NEW FOREIGN STUDENTS?
- DOES YOUR DEPARTMENT HAVE AN ORIENTATION FOR NEW STUDENTS? FOR NEW FOREIGN STUDENTS?

In many cases foreign students need an explanation of how a U.S. college or university is organized. They can benefit from an explanation of the academic support services available, e.g. the libraries, the U.S. system of agricultural extension and research, and ways bureaucratic obstacles may be overcome. Coordination with the campus foreign student adviser should ensure that these areas are covered. The adviser may want to ensure that new foreign students participate in the department orientation for all new

students, or provide a special orientation for new foreign students, or both.

Special attention is needed for foreign students receiving graduate teaching assistantships. Foreign Teaching Assistants in U.S. Universities, NAFSA 1984, is a good reference for faculty members. It describes programs for the improvement of language skills for foreign teaching assistants and evaluates progress in addressing the attitudinal problems involved.

Selection of Advisers

- DOES YOUR DEPARTMENT HAVE A POLICY FOR INTERNATIONAL EDUCATION?
- DO YOU HAVE FACULTY MEMBERS WITH SPECIFIC KNOWLEDGE OF INTERNATIONAL FARMING SYSTEMS, REGIONAL FARMING MODELS AND AGRICULTURAL EXTENSION AND RESEARCH SYSTEMS OF OTHER COUNTRIES?
- DO YOU CONSIDER THE FOREIGN STUDENT AS AN EDUCATIONAL RESOURCE WITH REGARD TO THESE QUESTIONS?

Careful attention to assigning new foreign students to faculty advisers is extremely important. Departments should have faculty members with experience in developing countries. A foreign student's success is closely linked to contact with an understanding, knowledgeable and energetic academic adviser. The most constructive action that a departmental chair can take is to encourage faculty members with these qualifications to advise foreign students in the department.

Most foreign students welcome requests for information about their home country. You might help U.S. students to acquire an international perspective and a better understanding of U.S. policies by developing a system for planned interaction between U.S. and foreign students in the department.

Orientation to Campus and Community

- DOES THE INSTITUTION PROVIDE INFORMATION TO NEW STUDENTS ON STUDENT SERVICES, COMMUNITY RESOURCES, MEDICAL, FINANCIAL, HOUSING AND OTHER LOGISTICAL MATTERS?

Studies indicate that foreign students who are well integrated into the campus and community are more successful academically as well as socially. The foreign student adviser is an important source of information on community support for foreign students.

Initial Campus Contact with Student

- THE ADVISER SHOULD PROVIDE THE OPPORTUNITY FOR THE STUDENT TO EXPLAIN HIS/HER EDUCATIONAL GOALS AND OBJECTIVES.

Advisers often need to initiate discussion of goals and objectives with new foreign students prior to the initial registration or enrollment of the student. Discrepancies may exist between the student's goals and the sponsor's goals. The adviser will benefit from an explanation of the student's academic background and prior professional experience. The initial meeting should encourage the student to express any personal concerns regarding his/her transition to the new environment. The adviser should also take advantage of the opportunity to learn about the student's home country and culture.

- WHAT INFORMATION DOES THE ADVISER PROVIDE THE STUDENT AT THE INITIAL MEETING?

The adviser should:

1. Review the objectives of the student and make a special effort to arrange a total program that will be relevant to the student's commitment to development at home.
2. Advise the student of opportunities for a teaching or research assistantship, fellowship or other forms of aid, where applicable.
3. Explain requirements for maintaining or renewing current financial support.
4. Direct foreign students and especially foreign teaching assistants to the English as a Second Language Office for interviews and consultation on language needs, if any.
5. Explain provisions or conditions of admission.

Term of Study

This is the longest stage in the experience of the student in the United States. It presupposes that support and guidance at earlier stages have enabled the student (and family) to adjust to a profitable academic life, augmented by exposure to and participation in the social and cultural life of the community. Throughout this stage, the academic department or college provides a variety of professional opportunities and experiences on and off campus. Here the community program provides a wide range of opportunities to participate in social and cultural activities to the extent that the student is interested and available. Meanwhile, the sponsor demonstrates a continuous interest in the welfare and progress of the student.

During this stage the Foreign Student Office provides support to the student and maintains liaison with the English as a Second Language Office, academic department, community organization, and the sponsor so as to maximize the student's benefit from the academic program and from participation in community activities. These cooperative efforts include the beginning of the student's evaluation of the program and the student's preparation for return home.

During the program the academic department and adviser should:

1. Review the student's progress every term.
2. Advise the student to adjust program as dictated by academic progress and by opportunities to engage in studies relevant to personal and professional needs.
3. Consult with Foreign Student Office and sponsor (if appropriate) concerning a student in academic difficulty.
4. Encourage the student to attend or deliver papers at professional meetings.
5. Provide opportunities for field experiences where appropriate.
6. Promote student-faculty relationships through departmental, professional and social activities (departmental club membership, local societies, etc.).
7. Attempt to "integrate" the student into the department (if at graduate level). May provide office space and facilities.
8. Promote interaction between the student and former students from the same country when possible.

- WHAT CULTURAL DIFFERENCES SHOULD THE FACULTY ADVISER CONSIDER IN ADVISING STUDENTS FROM OTHER COUNTRIES?

A few generalizations about foreign students, although stereotypical, may illustrate some of the differences in attitudes and values between Americans and foreign students.

Communication

Because many foreign students are unaccustomed to approaching their academic advisers with problems or questions, the adviser must take the initiative, at least in the first year, and help students overcome initial restraints in communication.

Bargaining

Students from some countries accept bargaining for grades as a routine practice. Early discussion, individually and/or collectively, of our custom on this point can help to prevent misunderstandings between faculty members and foreign students.

Rote Learning and the Need for Introductory Courses

The academic adviser may encounter students who look down upon U.S. introductory graduate courses as something "they have had" at home. In many cases, their contact with such courses will have been purely formalistic and their learning by rote. Therefore, they may be unable to solve problems in scientific subjects, not only on the level of graduate courses, but even on the undergraduate level. Unless there is concrete evidence that incoming foreign graduate students are capable of carrying a full workload, they should be strongly advised to take a very basic load in the first year, even including undergraduate courses, if necessary, so that they are able to keep up with their work and have the chance to develop the practical problem-solving skills they may lack.

Preference for Theory

Most foreign students will have experienced a different approach to education and, although they are usually very well qualified in the formal aspects of their disciplines, they may lack experience in problem-solving or laboratory work. They will, in many cases, also express a preference for the theoretical aspects of agriculture as opposed to experimental work. This preference is rooted both in the values that they have been taught and in the content of their education. Many foreign graduate students will therefore try to concentrate on theoretical studies and resist learning technical or manual skills that they consider beneath their ability and position. The academic adviser should explain why these skills are important and how they will be of value upon returning home.

The adviser should do everything possible to see that the students acquire practical experience.

Premature Specialization

Many foreign students will have already "specialized" in a narrow subfield by the time they arrive. If they have not, they will often wish to acquire a narrow specialization in the United States and may resist taking courses outside this speciality in order to finish sooner or gain greater "depth". In addition, foreign students may be psychologically accustomed to being on a "higher" (i.e., more specialized) level. However, it is even more important for a foreign graduate student than for an American student to have a broadly-based agricultural education. A narrow specialization may reduce a student's ability to apply the basic or applied research to problems that arise. The academic adviser, therefore, should stress the value to foreign students of becoming acquainted with a broad variety of areas within the particular discipline or perhaps even outside it.

Sponsored Student Programs

A primary objective of many sponsored student programs is to contribute to a nation's economic and social development plan. The individual student becomes one instrument of that development process insofar as he or she achieves the educational or training objectives outlined in the program plan. When students are selected, the sponsor makes them aware of what is expected from them both during training and upon its completion. The program rationale should be clearly stated. Policies, guidelines, regulations, and procedures should be developed to encourage and facilitate the student's completing the academic degree or the specialized training and returning home to undertake his/her role in the home country development program as quickly as possible. Although sponsored student programs can range in duration from a few seeks to several years, they are all characterized by an underlying long-range program and a specific educational objective for which the education or training is funded. NAFSA has produced Principles for the Administration of Sponsored Student Programs to assist in bringing about better communication among all parties involved in this process.

Practical Training

- WHY SHOULD THE ADVISER ENCOURAGE PRACTICAL TRAINING?

A comprehensive study completed in 1980 of the needs of students from developing countries studying in the United States revealed that, among those investigated, the need

least satisfied by U.S. educational programs was for practical training.

Practical training can be both academic and professional/vocational. A graduate research assistantship is an example of a practical training experience in an academic setting that integrates theory and practice. In each practical training situation, whether with the university or in private business, the combination of "doing" with prior, concurrent, and possibly future classroom learning results in a truly comprehensive education for the student. When possible, summer job opportunities should be sought either in the United States or in the home country. The Extension Service is a valuable network for practical training experiences and contacts.

Practical training is a valuable and integral part of the total educational experience and should not be considered an educational luxury or an "add-on" even though it may involve additional time and expense. It is essential that practical training be arranged in accordance with the legal requirements that currently govern students holding the F-1, M-1, and J-1 visa classifications. Guidance on federal immigration regulations can usually be obtained from the office of the foreign student adviser on campus. NAFSA's Faculty Member's Guide to U.S. Immigration Law is recommended as a starting reference.

Field Research and Thesis Advising

- HOW DOES FIELD RESEARCH AND THESIS ADVISING DIFFER FOR THE FOREIGN STUDENT COMPARED TO THE U.S. STUDENT?

The choice of a topic for research should reflect the needs and facilities of the student's home country as well as the traditional scientific considerations. It is important that the choice of courses, the work as a research assistant, and the topic take into account, if at all possible, what research can be done by the graduate upon returning to the home country. Field work in a developing country should be encouraged, provided that funds are available and adequate supervision can be arranged. Such field investigations might be incorporated into a joint program combining research done both in the U.S. and in the home country.

Advisers should be alert for research opportunities connected with international agricultural centers such as the International Maize and Wheat Improvement Center (CIMMYT) in Mexico, the International Center of Tropical Agriculture (CIAT) in Colombia, the

International Institute of Tropical Agriculture (IITA) in Nigeria, and the International Rice Research Center (IRRI) in the Philippines. (A list of agriculture centers in developing countries appears in the Appendix.)

Beyond the Nuts and Bolts — Towards Enrichment

- WHAT COMPLEMENTARY EDUCATION SHOULD THE ADVISER ENCOURAGE?

A graduate student from a developing country will most likely have a variety of roles and responsibilities upon returning home. Experience indicates that these students will be given important positions as managers and administrators. The academic adviser can be of great assistance to foreign students by encouraging them to broaden their education through contacts with appropriate faculty members or by informing them of other organized programs or courses at the university. For example, courses in business and management or development economics can be beneficial. Affiliation with professional associations and agricultural organizations is important to the future professional support network of the student.

- WHY SHOULD THE ADVISER ENCOURAGE FOREIGN STUDENT INTERACTION IN THE COMMUNITY AND CAMPUS?

Many foreign students return to become important leaders in their countries. It is also known that many foreign students leave with a narrow base of experience from which to evaluate the United States. Advisers should encourage interaction among foreign students, U.S. students, and the local community. Through coordination with the campus foreign student adviser, the academic adviser can help to inform the foreign student about social clubs, educational activities, and opportunities to be involved with campus and community groups. This will help the student to acquire a broader understanding of American culture, the value placed on effective efforts at self-help and community action, and the importance of individual leadership and enterprise. However, this involvement should not be at the expense of academic performance or progress.

Preparing for Return

By this time, the student has attained all academic objectives or has made arrangements

to complete any unfulfilled requirements. No effort has been made to outline here the detailed content of a pre-departure orientation program or seminar because this could be the subject of a separate report, but student participation in a well-organized program of this kind is an important part of this stage.

The reaction of the student to the realization that the program in the United States is coming to an end may range from a feeling of great anticipation and expectation to one of depression and concern for the future. The student needs to become aware of problems which may be associated with return and needs to learn to cope with those problems and to avoid "reverse culture shock". Early efforts made by the Foreign Student Office, academic department, and community organization to prepare the student for return can be very important here. Support from the sponsor can be particularly helpful in relation to the professional role of the returning student. Much careful preparation by all supporting parties is necessary to make this stage a satisfying, productive one.

The department should work with the foreign student at this stage to:

1. Confirm that the student has completed the program and is eligible for a degree. Assist the student in subscribing to professional journals and in acquiring related professional materials.
3. Make arrangements to forward departmental publications to the student.
4. Participate in graduation and departure arrangements.
5. Assist the student, if appropriate, in obtaining work experience in the United States before returning home.

The academic adviser remains the critical link in the process of the student's return home. It is most important for the adviser to recognize the need for helping the student maintain professional contacts upon his/her return. This can be a difficult and frustrating process for the student.

Professional Networks

- WHAT SHOULD THE ADVISER DO TO PROFESSIONALLY PREPARE THE STUDENT TO RETURN HOME?

Professional transition to the home country may be facilitated when: (1) students receive, while in the United States, some complementary education to prepare them better for the

environment to which they are to return; (2) assistance is provided in their search for a position back home; and (3) efforts are made by the research adviser to maintain contact with students after they leave.

A recent publication from NAFSA, Professional Integration: A Guide for Students from the Developing World, 1983, is an excellent source of information for the student and adviser on the resources, opportunities, and problems inherent in the process of transition from an academic education in the United States to a professional career in the home country. The information is geared specifically to the following issues:

- Conscious planning for return to home country
- Maintaining contact with home country peers and professional colleagues while in the United States
- Maintaining contact with the U.S. institution after return
- Establishing contact with professional peers in the home country
- Contributing to the transfer of science and knowledge to the home country through research and publication
- Continuing education and professional growth
- Providing resources to others who will go abroad to study

Job Search

- WHY SHOULD ADVISERS ENCOURAGE FOREIGN STUDENTS TO LOOK FOR JOBS AT HOME EARLY IN THEIR EDUCATIONAL PROGRAMS?

Initial overtures for obtaining a position at home should be made while the student is in graduate school, if not before. The task is usually much more arduous in a developing country, where bureaucratic restrictions and delays are common and the sense of urgency is often absent. The personal contacts between the department's faculty members and professionals in developing countries should be utilized in this regard. (Note: some sponsored students may already have positions waiting for them.)

Cultural Problems of Re-Entry

- HOW CAN THE ADVISER ADDRESS THE SOCIAL AND CULTURAL NEEDS OF THE STUDENT IN PREPARING TO GO HOME?

The academic adviser can help by directing the returning student to the alumni office to

obtain lists of former students now employed in the home country. Sponsors and program agencies can also provide valuable information regarding returned professionals. The Foreign Student Adviser's Office can provide information on organized re-entry/transition programs.

A number of U.S. colleges and universities and other types of organizations have been involved in re-entry/transition programs since at least 1959. Some of the early organized programs include Michigan State University's AID Communications Seminars, intended primarily for AID participant trainees; the Beyond Cornell Seminars; the Summer Crossroad Programs in Colorado Springs, Colorado; and a variety of programs sponsored by the East-West Center in Hawaii. In general, these programs and others concentrate on the personal and social problems that might be encountered upon the return home, and thereby serve to facilitate re-entry into the culture and society.

Post-Educational Contact

- HOW CAN THE ADVISER ASSIST THE STUDENT AFTER RETURNING TO THE HOME COUNTRY?

Former students will benefit from continued contact with their academic advisers. Given the relatively limited professional interaction upon return to the home country, students may come to rely on their advisers as one of their very few channels to the worldwide agricultural community. They may be handicapped by a lack of current journals and reports, the absence of collegiate and professional visitors, and the difficulties in attending conferences. They will not have the benefits of participation in a communication network. Bilateral programs of the United States Department of Agriculture, the Agency for International Development, the U.S. Information Agency, and other agencies may be able to assist in maintaining such contacts. Some professional societies have special membership rates and services for foreign members.

Some faculty members and advisers have the opportunity to travel and could visit former students and lecture in developing countries. To further this contact and expand professional exchange, some societies and universities have established lecture bureaus which try to match requests for lectures with members of the profession who are traveling on sabbatical or attending seminars in developing countries.

Follow-up, Evaluation and Continuing Education

Follow-up, evaluation and continuing education comprise one of the most difficult stages for which to provide guidance, even though there is unanimous conviction that follow-up is valuable and necessary. Whatever is accomplished at this stage should be integrated with the earlier stages to improve the selection, training, and out-of-class experience of the student. This stage should provide for the bridging of any educational gaps and for the updating of technical knowledge appropriate to the state of development in the student's home country. Both efforts should help the student to function in increasingly responsible positions as opportunities permit.

While the original sponsor and educational institution remain major sources of support in this area, a number of national and international organizations can be helpful. A listing of institutions that may provide an important link in the continuing education process appears in the Appendix.

Appendix

Institutions of Higher Education and Training in Agriculture

Included in this listing are the names and addresses of institutions throughout the world which provide education and/or training for those students who have obtained a bachelor's degree in agriculture. The institutions are grouped as follows: Africa, Latin America and the Caribbean, the Middle East, Oceania, and South and East Asia.

An effort was made to include contacts for each of the countries in the developing world. Where addresses were not available we have noted the names of the educational institutions. In cases where no training above a bachelor's degree was indicated, we have included the names of the education or training institutions nonetheless: perhaps there now exist additional degree or training programs. These institutions are marked (**).

Note: Changes may have occurred since these references were published, and readers should consult other sources of information as well (e.g. embassies, the United Nations Food and Agriculture Organization, etc.). It is hoped that the student of agriculture will have accurate information about opportunities for further study and training in his or her home country. We encourage academic advisers to assist the student in obtaining relevant information as necessary.

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Statistical Yearbook 1980. Paris: UNESCO, 1980.
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United Nations Food and Agriculture Organization. Directory of Agricultural Education and Training Institutions in Africa. Rome: FAO, 1984.

Director
Agricultural Education and Extension Service
Human Resources, Institutions and Agrarian Reform Division
Food and Agriculture Organization of the United Nations
Via delle Terme di Caracella
Rome 00100, Italy

FAO Liaison Office for North America
1001 - 22nd Street, N.W.
Washington, D.C. 20437

Director General
International Service for National Agricultural Research (ISNAR)
P.O. Box 93375
2509 AJ The Hague, Netherlands

Consultative Group on International Agricultural Research (CGIAR)
Executive Secretariat
1818 H Street, N.W,
Washington, D.C. 20433

AFRICA

Algeria

Universite d'Algiers
2 Rue Didouche Mourad
Algiers
Algeria, North Africa

University of Oran

Directeur
Institut de Technologie Agricole
B.P. 120
Mostaganem
Algeria, North Africa

Directeur
Institut de Technologie d'Agriculture Saharienne
ITAS B.P. 163
Ouargla
Algeria, North Africa

Directeur
Institut National Agronomique (INA)
1 Avenue Pasteur Hacen Badi, El-Harrach
Algiers
Algeria, North Africa

Angola

Doyen
Faculdade de Agriculture y Forestry
University de Luanda
Caixas Postal 815 C
Luanda
Angola, Central Africa

Benin

Doyen
Faculte des Sciences Agronomiques
Universite Nationale du Benin
B.P. 526
Cotonou
Benin, West Africa

Botswana

University College of Swaziland
Kwaluseni

(The University College of Botswana in Gaborone has no agriculture program.)

Principal
Botswana Agricultural College**
Private Bag 0027
Gaborone
Botswana, Southern Africa

Burkina-Fasso (formerly Upper Volta)

Doyen
Institut Superieur Polytechnique
Private Bag 7021
Ougadougou
Burkina-Fasso, West Africa

Burundi

Doyen
Faculte des Sciences Agronomiques
Universite de Burundi
B.P. 2940
Bujumbura
Burundi, East Africa

Directeur
Institut Superieur d'Agriculture**
B.P. 61
Gitega
Burundi, East Africa

Republic of Cameroon

Directeur
Ecole Nationale Superieure Agronomique et
Institut des Techniques Agricoles
Centre Universitaire de Dschang
B.P. 96
Dschang
Cameroon, West Africa

Cape Verde: none

Central African Republic

Ecole Nationale des Techniciens
Superieurs d'Agriculture (ENTSA)**
B.P. 78
M'Baiki
Central African Republic

Directeur
Institute Superieur de Developpement
Rural de M'Baiki
Universite de Bangui
M'Baiki
Prefecture de La Lobaye
Central African Republic

Chad — Note: this institution may have had to stop its activities due to disruptions within the country.

Doyen
Institut Universitaire des Techniques de L'Elevage (IUTE)**
Universitaire de Chad
B.P. 912
N'Djamena
Chad, Africa

The Comores: none

People's Republic of the Congo: none

Djibouti: none

Egypt

Dean
Faculty of Agriculture in Alexandria
Alexandria University
Aflaton Street
Alexandria
Egypt, North Africa

Dean
Department of Agriculture
High Institute of Agricultural Cooperation**
Shobra El-Khema
Cairo
Egypt, North Africa

Dean
Faculty of Agriculture
Ain Shams University
OBOR Post Office, SOBRDELKEMA
Cairo
Egypt, North Africa

And many other universities, including:
Assyout, Elmenia, Cairo, Helwan, Mansoura, Minufiya, Tanta, Zagazig.

Equatorial Guinea: none

Ethiopia

Alemaya College of Agriculture
Addis Ababa University
P.O. Box 138
Dire Dawa
Harerge
Ethiopia, East Africa

Principal
Jimma Agricultural Institute
P.O. Box 307
Jimma
Ethiopia, East Africa

Director
Ambo Institute of Agriculture
P.O. Box 19
Ambo Shoa
Ethiopia, East Africa

Director General
International Livestock Center for Africa (ILCA)
P.O. Box 5689
Addis Ababa
Ethiopia, East Africa

Gabon Republic

Director
Ecole Nationale des Eaux et Forets**
B.P. 3960
Libreville
Gabon, West Africa

Republic of the Gambia

Agriculture Department
Gambia College**
Yundum
Western Division
The Gambia, West Africa

Republic of Ghana

Faculty of Agriculture
University of Ghana
P.O. Box 68
Legon
Ghana, West Africa

Faculty of Agriculture
University of Science and Technology
Private Post Bag
Kumasi
Ghana, West Africa

Guinea

Directeur
Institut des Sciences Agro-Zootechniques Valery Giscard d'Estaing (IVGE)
Faranah
Guinea, West Africa

Directeur
Institut des Sciences Agro-Zootechniques de Foulara
ISAF Kindia
Foulara-Kindia
Guinea, West Africa

Guinea - Bissau: none

Republic of Ivory Coast

Directeur
Ecole Nationale Superieure Agronomique d'Abidjan (ENSAA)
B.P. 35
Abidjan 08
Ivory Coast, West Africa

Directeur
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B.P. 1490
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Ivory Coast, West Africa

Kenya

Dean
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University of Nairobi
P.O. Box 29053
Nairobi
Kenya, East Africa

Director
Bukura Institute of Agriculture
Box 23
Bukura, Kakamega
Kenya, East Africa

(continued)

Kenya, cont'd

Director
Embu Institute of Agriculture
P.O. Box 6
Embu
Kenya, East Africa

Director General
International Laboratory for Research on Animal Diseases (ILRAD)
P.O. Box 30709
Nairobi
Kenya, East Africa

Lesotho

National University of Lesotho
Roma 180
Lesotho, Southern Africa

Principal
Lesotho Agricultural College**
Private Bag A4
Maseru 100
Lesotho, Southern Africa

Liberia

Dean
College of Agriculture and Forestry**
University of Liberia
Fendall Campus
P.O. Box 9020
Monrovia, Montserrado County
Liberia, West Africa

Principal
Booker Washington Agricultural and Industrial Institute**
P.O. Box 273
Kakata
Gibi Territory
Liberia, West Africa

Executive Secretary
West Africa Rice Development Association (WARDA)
P.O. Box 1019
Monrovia
Liberia, West Africa

The Libyan Arab Jamahiriya

Dean
Faculty of Agriculture
Al Fatah University
Tripoli
Libya, North Africa

Dean
Faculty of Agriculture
University of Gar Yunes
El Beida
Libya, North Africa

Madagascar

Doyen
Etablissement d'Enseignement Superieur des Sciences Agronomiques
Universite de Madagascar
B.P. 175
Antananarive
Madagascar, East Africa

Malawi

Principal
Bunda College of Agriculture**
University of Malawi
P.O. Box 219
Lilongwe
Malawi, East Africa

Mali

Directeur
Institut Polytechnique Rural de Katib**
B.P. 6
Koulikoro
Mali, Western Africa

Mauritania: none

Mauritius

Head
School of Agriculture
University of Mauritius
Reduit
Mauritius, via East Africa

Morocco

Ecole Nationale d'Agriculture (ENA)**
B.P. S/40
Meknes
Morocco, North Africa

Directeur
Institut Agronomique & Veterinaire Hassan II
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Rabat-Institute
Rabat
Morocco, North Africa

Mozambique

Head
Faculty of Agriculture and Forestry
University Eduardo Mondlane**
P.O. Box 257
Maputo
Mozambique, East Africa

Namibia: none

The Niger

Doyen
Ecole Superieure d'Agronomie
Universite de Niamey
B.P. 10.960
Niamey
Niger, West Africa

Nigeria

Dean
Faculty of Agriculture
University of Nigeria
Nsukka, Anambra
Nigeria, West Africa

Director
Federal Agricultural Research and
Training Station
Umudike
Umuahia, Imo
Nigeria, West Africa

(And many other universities, including: Maiduguri, Calabar, Ibadan, Sokoto, Yandev, and Kabba, and two or more training centers: Ilorin, Osara.)

Dean
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University of Ife
Ile - Ife, Oyo
Nigeria, West Africa

Director General
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Mailing Address for IITA:
Director General, IITA, Ibadan, Nigeria
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IML Air Couriers
79 Gloucester Road
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United Kingdom

Reunion: none

Rwanda

Doyen
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B.P. 117
Butare
Rwanda, East Africa

Sao Tome & Principe: none

Senegal

Director
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B.P. 296
Thies RP
Senegal, West Africa

Seychelles: none

Republic of Sierra Leone

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Njala University College
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Somalia

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Democratic Republic of the Sudan

Dean
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University of Khartoum
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Dean
Faculty of Agricultural Sciences
University of Gezira
P.O. Box 20
Wad Medani, Gezira
Sudan, North Africa

Swaziland

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University of Swaziland
P.O. Box Luyengo
Swaziland, Southern Africa

United Republic of Tanzania

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P.O. Box 643
Morogoro
Tanzania, East Africa

Principal
Ministry of Agriculture Training Institute
P.O. Box 20
Kilosa
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Republic of Togo

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Republic of Tunisia

Directeur
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Republic of Uganda

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Uganda Cooperative College**
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Kigumba
Uganda, East Africa

Republic of Upper Volta: see Burkina-Fasso

Republic of Zaire

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Zaire, Central Africa

Directeur
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Haut-Zaire
Zaire, Central Africa

Zambia

Dean
School of Agriculture**
University of Zambia
P.O. Box 32379
Lusaka
Zambia, East Africa

Zimbabwe

Dean
Faculty of Agriculture
University of Zimbabwe
P.O. Box MP 167
Mount Pleasant, Harare
Zimbabwe, East Africa

LATIN AMERICA AND THE CARIBBEAN

Anguilla

University of the West Indies**
3 campuses: Cave Hill, Barbados; Mona, Jamaica; and St. Augustine, Trinidad.

Antigua

Eastern Caribbean Institute for
Agriculture and Forestry
Trinidad

Guyana School of Agriculture

Jamaica School of Agriculture

Argentine Republic

Decano
Facultad de Agronomie
Universidad Nacional del Centro
de la Provincia de Buenos Aires
Bolivar 710
Azul (7300)
Buenos Aires
Argentina

Director
Instituto Superior del Hogar Agricola
"Ing. Agr. Dr. Tomas Amadeo"
Casilla de Correo 59
6550 Bolivar
Buenos Aires
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Decano
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Barbados

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Belize

University of the West Indies**
3 campuses: Cave Hill, Barbados; Mona, Jamaica; and St. Augustine, Trinidad.

Bermuda: none

Republic of Bolivia

Decano
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Beni
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(The university has many campuses.)

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Cuba

Decano
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Carretera de Circunvalacion
Camaguey
Cuba

Rector
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Dominican Republic

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Ecuador

Decano
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Decano
Facultad de Agronomia
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French Guiana

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Eastern Caribbean Institute for
Agriculture and Forestry - Trinidad

Jamaica School of Agriculture

Guyana School of Agriculture

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University of Guyana
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Montserrat

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Netherlands Antilles: none

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Piura
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St. Vincent & The Grenadines

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Trinidad

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THE MIDDLE EAST

Bahrain: none

Republic of Cyprus

Director
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Agricultural Training Center
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Cyprus

Principal
Cyprus Forestry College**
Prodomos
Cyprus

Islamic Republic of Iran

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SOUTH AND EAST ASIA

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Bangladesh

Dean
Faculty of Agriculture
Bangladesh Agricultural University
Mymensingh
Bangladesh

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Kingdom of Bhutan: none

The Socialist Republic of the Union of Burma

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Burma

Ministry of Agriculture and Forestry
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State Agriculture Institute
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People's Republic of China

Dean
Faculty of Agriculture Management
People's University of China
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Hopeh
People's Republic of China

Director
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Hopeh
People's Republic of China

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People's Republic of China, cont'd

Director
Tsinan University of Agriculture
Tsinan
Shantung
People's Republic of China

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Yunnan University
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Democratic Kampuchea

Dean
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Democratic People's Republic of Korea

Kim Il Sung Comprehensive University

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Jagang Agricultural College**
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Director
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Institutions also in: Sariwon, Hambuk, Siniju, Hyesan, Hamhung, Haeju, Nampo.

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P.O. Pakistan Forest Institute
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President
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Republic of Sri Lanka

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Socialist Republic of Vietnam

Dean
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Vietnam

Director
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Selected Bibliography

The following volumes may provide useful information to advisers of foreign students.

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